

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 JAN 23 PM 12:52 Document Control Office </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Humble Independent School District	Vendor ID # 1746001421	Mailing address line 1 20200 Eastway Village Drive
Mailing address line 2 P.O. Box 2000	City Humble	State TX
County- District # 101-913	ESC Region # IV	ZIP Code 77347-2000
Campus number and name	US Congressional District # 2	DUNS # 02-235-6737

Primary Contact

First name Adrianne	M.I. S.	Last name Holmes	Title Competitive Grants Coordinator
Telephone # 281-641-8141	Email address Adrianne.Holmes@humble.k12.tx.us		FAX # 281-641-1060

Secondary Contact

First name Kelly	M.I.	Last name Gabrisch	Title Director of Human Resources
Telephone # 281-641-8175	Email address Kelly.Gabrisch@humble.k12.tx.us		FAX # 281-641-8165

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Guy	M.I.	Last name Sconzo	Title Superintendent of Schools
Telephone # 281-641-8001	Email address Guy.Sconzo@humble.k12.tx.us		FAX # 281-641-1050
Signature (blue ink preferred)			Date signed

01/22/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to TEA's approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

		A		B	C	D
#	Schedule #	Change to Budget	and Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule 7: Payroll	6100	\$	\$	\$	\$
2.	Schedule 8: Indirect Costs	6200	\$	\$	\$	\$
3.	Schedule 9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule 10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule 11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 101-913		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Not Applicable

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Humble ISD proposes to enhance our current system by including only select campuses to participate in the EEIP. All 17 campuses selected for inclusion are campuses where historical data indicates a high turn-over rate for teachers or campuses experiencing high growth requiring additional teacher staffing. Currently, all high turn-over campuses are also Title I campuses, with the exception of the high schools. The table below lists the Humble ISD campuses that will participate.

	Elementary Schools	Middle Schools	High Schools
High Growth Campuses	<ul style="list-style-type: none"> Atascocita Springs 	<ul style="list-style-type: none"> Timbers Wood Creek 	<ul style="list-style-type: none"> Atascocita* Summer Creek*
High Turn-Over Campuses	<ul style="list-style-type: none"> Humble ES Jack Fields Lakeland North Belt Oaks Park Lakes Ridge Creek River Pines Whispering Pines 	<ul style="list-style-type: none"> Humble MS Sterling 	<ul style="list-style-type: none"> Atascocita* Summer Creek* Humble HS

Title I campuses are in bold.

* Atascocita and Summer Creek high schools are both high growth and high turn-over campuses.

The budget was developed to specifically address the needs Humble ISD currently faces at these 17 campuses with regards to teacher retention. The demographics of the campuses relate to the defined goals and purpose of this program because 52% of the student body collectively (17,625 students) are economically disadvantaged and have a 17% mobility rate. The needs assessment process is initiated by school administration and developed by the departments of Human Resources and Professional Development. The project management includes the two directors or the aforementioned departments as main players in keeping this project a success. Additionally, they have at their helm a district grants coordinator with over 17 years' experience monitoring and managing compliance on multi-year state and federal grants. The program will be evaluated using both a formative and summative approach. Additionally, both qualitative and quantitative data will be utilized as indicators of success. Humble ISD EEIP accurately addresses all of the statutory requirements as well as all TEA requirements.

Humble ISD is committed to the goals of this grant program and ensures TEA that the program is sustainable via local funds that will continue the practices implemented for the project.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Humble ISD's proposed EEIP program is as follows:

Proposed Induction System Enhancements: Beginning teacher induction begins in the District with pre-service activities to provide citizenship (introduce district culture); share the curriculum; share planning, delivery, and assessment resources; explain the state teacher appraisal system; and establish networks of support. Pre-service training extends over a 3-day period prior to the instructional year, and focuses upon first-days survival, classroom management, district policies and procedures, lesson planning and delivery, and assessment of learning.

Beginning Teacher Learning Communities: Professional development for beginning teachers continues during the instructional year comprising an average of 36 professional development hours (delivered via new teacher learning community participation) and 45 district-mandated hours. Learning Communities engage new teachers in focused content-based experiences through lesson demonstrations of model lessons, strategy-building, classroom/discipline management, navigating resources in district, data analysis, and more. Learning Communities are organized by content and/or grade level, and include: Pre-Kindergarten–Grade 2; Grades 3–6; Secondary English Language Arts; Secondary Mathematics; Secondary Science; and Secondary Social Studies. While beginning teachers may opt to attend other District-hosted professional development in content-related topics, training is not tailored for novice teacher levels of skills and knowledge

Mentor Professional Development: Mentors participate in a 1.5-hour to 4-hour professional development course each induction year to gain an understanding of strategies and skills to support the beginning teacher. Topics for mentor training include: new teacher characteristics and needs, building efficacy in beginning teachers, an overview of weekly paired support activities and portfolio-based documentation, goal-setting using the Humble ISD New Teacher Developmental Continuum and Competencies (that are aligned with PDAS standards), and peer-coaching conversations. Humble ISD follows state guidelines for PDAS and uses the research-based content from TxBESS (Region XIII Educational Service Center) but has developed our own appraisal system; Teacher Objective Proficiency Review. Humble ISD proposes to partner with the New Teacher Center at the University of California Santa Cruz. The trainings address adult learners in providing interactive opportunities. The mentor training (Mentor Academy Series) curriculum includes discussion and modeling of effective communication practices for learner-focused and reflective conversations.

Mentor Selection and Support: School administrators refer to Induction Program guidelines to select mentor teachers whose qualifications and attributes include, but are not limited to:

- (1) having at least three complete years of teaching experience;
- (2) obtaining scores of proficient or better on all domains of Professional Development Assessment System (PDAS) for the most recent 3 years;
- (3) demonstrating the use of best practices in instructional practices and management to achieve improvement in student performance;
- (4) being certified in area of the beginning teacher; and
- (5) expressing a willingness to accept role of mentor coach in working with an adult learner

Mentors meet and begin rapport-building during the week(s) before students report to school. During the instructional year, mentors plan together with beginning teachers to develop lessons, classroom management structures, and strategies to impact student achievement. Mentors and beginning teachers work with administration to determine release time for classroom observations each semester. The release-time observation is a powerful professional development opportunity; however, it is implemented on a campus-by-campus basis.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary							
County-district number or vendor ID: 101-913		Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature							
Project period: April 1, 2014, through August 31, 2016							
Fund code: 429							
Part 1: Budget Summary							
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)		Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs
Schedule #7	Payroll Costs (6100)	6100	\$149,078	\$	\$149,078	\$	\$149,078
Schedule #8	Professional and Contracted Services (6200)	6200	\$210,350	\$	\$210,350	\$	\$210,350
Schedule #9	Supplies and Materials (6300)	6300	\$12,700	\$500	\$13,200	\$500	\$6,500
Schedule #10	Other Operating Costs (6400)	6400	\$13,300	\$	\$13,300	\$	\$20,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$
Total direct costs:			\$385,428	\$500	\$385,928	\$500	\$385,928
Percentage 2.631% indirect costs (see note):			N/A	\$10,140	\$10,140	\$10,140	\$10,140
Grand total of budgeted costs (add all entries in each column):			\$385,428	\$10,640	\$396,068	\$10,640	\$396,068
Administrative Cost Calculation							
Enter the total grant amount requested:			Year 1		Year 2		
			\$385,928		\$385,928		
Percentage limit on administrative costs established for the program (10%):			x .10		x .10		
Multiply and round down to the nearest whole dollar. Enter the result.			\$38,592		\$38,592		
This is the maximum amount allowable for administrative costs, including indirect costs:							

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101-913				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator/Teacher Mentor Coordinator		1		\$50,000	\$50,000
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Mentor stipends			17	\$17,000	\$17,000
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$67,000	\$67,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$65,100	\$65,100
20	6119	Professional staff extra-duty pay				
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$16,978	\$16,978
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$82,078	\$82,078
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$149,078	\$149,078

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Targeted Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Pedagogical support, classroom mgt, etc.			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions:	\$45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$22,000	\$
	Contractor's other operating costs	\$5,000	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$72,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101-913

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Teacher Induction/Mentoring System		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: student-focused system of teacher induction			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 4	\$30,550	\$43,600
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$86,200	\$135,550
	Contractor's other operating costs		\$21,600	\$31,200
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$138,350	\$210,350
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101-913		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$210,350	\$210,350	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$210,350	\$210,350	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-913					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$13,200	\$6,500
Grand total:						\$13,200	\$6,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-913		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$5,000	\$15,000
	Specify purpose: National Teacher Induction Network (2X/Yr) & Presenters Academy for 3 district leaders		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$8,300	\$5,000
	Specify purpose: Humble ISD induction materials, mentor/mentee handbooks		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:		\$8,300	\$20,000
Grand total:		\$13,300	\$20,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **101-913**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2					
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 101-913			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			17,625		
Category	Number	Percentage	Category	Percentage	
African American	4,964	28%	Attendance rate	96.1%	
Hispanic	7,545	43%	Annual dropout rate (Gr 9-12)	0.9%	
White	4,198	24%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	82%	
Asian/Other	918	5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	18%	
Economically disadvantaged	9,291	52%	Students taking the ACT and/or SAT	67.3%	
Limited English proficient (LEP)	2,500	14%	Average SAT score (number value, not a percentage)	1337	
Disciplinary placements	263	1.5%	Average ACT score (number value, not a percentage)	18.9	
Comments					
The 17 Humble ISD campuses participating in EEIP have a collective mobility count of 2,974 students, meaning on average, over 17% of students are on the move.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	177	16%	No degree	0	0%
Hispanic	185	16.7%	Bachelor's degree	824	74.5%
White	727	65.7%	Master's degree	227	25%
Asian/Other	17	1.6%	Doctorate	55	5%
1-5 years exp.	387	35%	Avg. salary, 1-5 years exp.	\$47,945.	N/A
6-10 years exp.	294	27%	Avg. salary, 6-10 years exp.	\$49,002.	N/A
11-20 years exp.	281	25%	Avg. salary, 11-20 years exp.	\$52,272.	N/A
Over 20 years exp.	104	9.4%	Avg. salary, over 20 years exp.	\$58,299.	N/A

Across the participating campuses, 40 teachers or 3.6% have less than one year's experience.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	560	1011	1050	1046	1019	1023	1020	1398	1455	1433	1832	1730	1533	1495	17,625
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	560	1011	1050	1046	1019	1023	1020	1398	1455	1433	1832	1730	1533	1495	17,625

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	15	58	58	60	54	49	45	105	105	105	113	113	113	113	1106
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	15	58	58	60	54	49	45	105	105	105	113	113	113	113	1106

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Schedule #13—Needs Assessment

County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annually, Humble ISD senior leadership and school administration directors create a comprehensive plan for improving various processes and systems that ultimately impact the achievement level of students within the district. The Humble ISD District Improvement Plan is the living document that drives all priorities for desired or required accomplishments for a school year, taking into account previous years improvements, additions, or items still in need of being addressed or completed. The systemic approach for Humble ISD begins with ensuring that the plan includes the mission of the district as well as the vision. The mission of Humble ISD, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens, and effective communicators. At Humble ISD we envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world. All priorities for the district are aligned with our district goals and objectives, which further us in as a district towards our mission and vision to provide a quality education for students.

As with most school districts, our number one customers are our students and families, which set the stage for our district goals. The five district goals adopted by the Humble ISD Board of Trustees to achieve the mission and vision are:

District Goal 1: Each student is on track to be college and career ready by graduation.

District Goal 2: HISD learning communities will provide students with a safe and nurturing school environment.

District Goal 3: HISD will attract, develop, and retain world-class educators committed to serving each student.

District Goal 4: HISD will develop and promote positive internal and external relations through effective communication and the involvement of stakeholders.

District Goal 5: HISD will support the district's vision and mission through operations that are effective, efficient, and accountable.

Overall, our priorities are to:

1. achieve academic excellence,
2. maximize the financial resources of the district, develop and retain our people, and
3. strategically plan for the future.

In addressing the needs of this Humble ISD EEIP, goals 1 – 5 are all a priority and align with the purpose of the grant initiative.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	STRATEGIC COMPENSATION & TEACHER RETENTION: Currently, the retention rate is 40% for Humble ISD. Over 25% of our elementary campuses are Title One campuses with high percentages of minority populations which are also our lowest performing schools. These campuses have the largest teacher turnover rates and the highest number of teachers new to the profession. Research shows teachers with 0-3 years experience need the most support in the profession, as 30% of new teachers leave within the first two years. <i>Source: Austin Educational Associates</i>	Retention Objective: <i>Reduce turnover rate for identified hi-need campuses by 50% for 1st year teachers.</i> <i>Reduce the turnover rate for teachers with 1-3 years experience by 25%</i> Compensation Objective: <i>To provide meaningful support, mentorship, and professional development to teachers beyond their first three years in the profession.</i>
2.	INDUCTION & MENTORING: Humble ISD is hiring approximately 500-600 teachers annually due to an accelerated rate of population growth and non-competitive salaries. Of these new hires, 50% are new to the teaching profession or have less than 2 years of experience. There is a need for a stronger induction system that includes mentoring support for teachers new to the profession, as well as, teachers who are new to Humble ISD. DISTRICT-WIDE TEACHER MENTOR COORDINATOR A coordinator is needed to monitor the effectiveness of the program components throughout the year, as well as provide valuable communication between mentors/mentees.	<i>100% of 1st YR teachers or teachers new to Humble ISD with less than 2 years of teaching experience will receive induction and mentoring services.</i> <i>To hire a full-time teacher mentor coordinator to facilitate the mentor academy series.</i> The coordinator will provide leadership, expertise and ongoing support to campus administrators, mentors and beginning teachers. They will also evaluate the effectiveness of the program and make accommodations /modifications as needed. This position is necessary to adequately implement the provision of individualized mentoring and professional collaboration.
3.	PROFESSIONAL DEVELOPMENT & COLLABORATION: Our title I campuses and high growth campuses are in need of continuous professional development and personnel growth opportunities for the duration of a 2-year period following induction.	<i>To provide meaningful support, mentorship, and professional development to teachers beyond their first three years in the profession.</i> <i>To provide release time or imbedded PLC time for teachers to discuss student learning and other applicable scholarly research and best practices.</i> This will build the culture of the district and ensure teachers have increased collegiality that: impacts student achievement; impacts new teacher retention/satisfaction to ensure they have an effective supportive, rewarding and successful teaching experience; AND to retain quality educators in the profession
4.	EVALUATION: Currently, Humble ISD follows state guidelines for PDAS but has developed an in-house appraisal system; Teacher Objective Proficiency Review.	<i>To implement the NTC comprehensive, Formative Assessment and Support system (FAS), researched-based tools and protocols (aligned with state professional standards and district goals) that guide the work of instructional mentoring and provide the foundation for accelerating the development of the new teacher practice.</i>

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Schedule #14—Management PlanCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of HR	Master's Degree in HR or education. Knowledge of the selection, training and supervision of personnel. Successful administrative experience in public schools.
2.	Mentor Coordinator	Minimum 5 years of classroom experience who is highly respected in teaching field. Strong mentoring skills. Master's degree preferred. Previous leadership roles in public education preferred
3.	Mentors	Minimum 3 years of successful teaching experience. Nurturing interpersonal skills. Ability to lead others
4.	New Teacher Center	The New Teacher Center will work in partnership with Humble ISD to accelerate new teacher development and positively impact the learning and achievement of students. It is a multi-year intensive instructional and student-learning focused system of teacher induction based upon the principles, practices and protocols for support of new teachers. Research on the NTC model found data from studies indicating 88% of the teachers were still in the classroom after six years. This compares with 56% of teachers in the nation.
5.	Director of PD	Masters Degree in Educational Leadership or mid-management. Knowledge of the selection, training and supervision of personnel. Successful administrative experience in public schools.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To provide a 2-year support program for beginning teachers.	1. Stipend budget increase	8/2014	ongoing
		2. Training for mentors	07/2014	ongoing
		3. Hire Teacher mentor coordinator	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	To contract with The New Teacher Center for mentor training & support	1. Board approval	4/2014	April 2014
		2. Begin planning dates for NTC	04/2014	08/2014
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	To hire at least 10 mentor teachers to service 12 - 13 teachers each.	1. Board approval	April/May 2014	May 2014
		2. Budget increase	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase mentor stipends from \$250 to \$750 per semester	1. Budget approval	April/May 2014	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Assign a mentor coordinator for each campus (17)	1. Budget Approval	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the

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grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-913

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current Induction program evaluation and feedback process that aligns district resources in supporting new teacher development includes:

- Review of Mentor teacher formative assessment documents to determine stipend eligibility
- Surveying needs of beginning teachers and mentors
- Providing communication pathways through campus liaisons for mentors and beginning teachers to connect with information, resources, and ask questions.
- Implementing exit survey reviews of beginning teacher at the end of the year.

The Director of HR will hire a Teacher Mentor Coordinator to organize and manage the activities of this grant, while providing day to day implementation of the project and reporting the progress towards grant objectives. The proposed project's activities provided oversight and monitoring by the Director of HR, as well as the Director of Professional Development. These two directors will be responsible for ongoing monitoring/continuous improvement of the project and working with The New Teacher Center.

The proposed project's evaluation plan includes both formative and summative components. The overall responsibility for implementing the project's evaluation plan is the responsibility of the project coordinator, who is also the proposed Teacher Mentor Coordinator. The Project Coordinator will report, on a monthly, quarterly and end-of-year basis, both formative and summative program findings to the Director of HR. The products of the formative and summative evaluation will be used to provide timely, regular, and useful feedback to Humble ISD and the Professional Development Dept. regarding the progress of implementation, as well as to identify and address areas for needed improvement. Items identified for corrective action will be revised in a timely manner to ensure ongoing monitoring for continuous improvement. The Project Coordinator/ Teacher Mentor Coordinator will work closely to ensure adherence to the program goals and objectives, timeline, and budget. Additionally, the district's Competitive Grants Coordinator will provide technical assistance regarding key deadlines for TEA reporting deadlines and requirements to ensure Humble ISD overall compliance with regards to the grant.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Humble ISD has ongoing efforts to shore up its hiring and retention practices. The Humble ISD Human Resources Department and the Professional Development Department have been working during the 2013-14 school year to plan out how to implement improvements to the current induction and mentoring practices that have not been effectively working. Humble ISD is committed to sustaining the program elements of EEIP by contracting with New Teacher Center for 2-years, while having the Teacher Mentor Coordinator position personnel trained using the "Train The Trainer Model" to carry out mentor training learned during the Mentor Academy Series once the grant funds are depleted. Cross training current instructional coaches with this new position, will provide added sustainability to our mentor academy.

All 17 principals of the participating campuses are willing for their teachers to participate and have agreed to allow teachers dismissal for professional development.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	NTC evaluation and checklists	1.	Implementation of the program with fidelity
		2.	Scheduled events/activities happen per the agreed timeline
		3.	Mentors able to present at the NTC Presenters Academy post Mentor Academy Series
2.	Mentor survey feedback regarding the process and training	1.	Mentors are indicating the process is working and they are learning how to most effectively support new or 0-3 year continuing teachers.
		2.	The first cohort of mentors completing the Mentor Academy Series
		3.	
3.	Teacher-Mentor Coordinator performance & feedback	1.	Providing adequate data to TEA on time
		2.	Sharing any formative evaluative issues with Director of HR & Dir of Professional Development
		3.	Coordinating the Induction/Mentoring Program for Humble ISD and
4.	Mentee/New Inductee Survey	1.	New teacher surveys indicate favorable responses with regards to support systems provided upon employment with Humble ISD.
		2.	
		3.	
5.	Humble ISD Exit Survey	1.	Survey indicates new teachers are not leaving the district due to lack of mentorship, professional development, or collaboration
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Humble ISD EEIP will use qualitative and quantitative data collection methods to evaluate project results. Quantitative data collection methods will include the following: (1) STARR assessments (2) Sign-in sheets to document attendance and/or participation; Feedback from NTC, mentors, and new teachers; and (4) other data sources used for documentation purposes. The overall responsibility for implementing the project's evaluation plan, as it pertains to qualitative and quantitative data collection methods, is the responsibility of the Teacher-Mentor Coordinator/Project Coordinator and the Director of Human Resources. The Humble ISD Competitive Grants Coordinator will serve as the point of contact with TEA regarding compliance and ensuring that all performance reporting is submitted on time.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CURRENT PRACTICES: Humble ISD's induction and mentoring program has been in implementation for many years, with ongoing enhancements made annually as our student needs mandate. First year teachers receive mentors and the buddy system is encouraged for teachers beyond their first year. Instructional coaches support all teachers and help to coordinate and ensure that mentor teachers and inductees have added opportunities for support if the need arises. Through a district needs assessment, data showed the need for a leadership academy to grow-our-own leaders with a career pathway to attract teachers to empower/assist school administration. Below are details of those components

Induction/Mentoring Program: Currently our induction program includes three professional development days: a home campus day and 2 district days. At the campus, teachers learn about the campus expectations, get introduced to key people, and meet their department or grade level instructional coach and individual mentors. The district days include a welcome from the superintendent and board members, workshops on classroom management, content & grade level resources regarding curriculum and instruction, an overview of the teacher evaluation instrument, grading procedures and expectations, technology resources and an overview of disability awareness/504 & special education.

Mentors are selected by the campus principals with input from instructional coaches. Our mentors have to have at least 3 years of successful teaching experience. Mentors are paid \$250 to mentor a first year teacher. Mentor training includes an overview of the importance of mentoring, qualities of an effective mentor, along with the roles and responsibilities of a mentor. How to support beginning teachers during the developmental stages of a beginning teacher is also addressed. Mentors who cannot attend a face-to-face training have the online eCourse that is required. Currently there is no budget to provide for release time for teachers to do observations. There is also not a formal system of ensuring that our mentors have an arsenal of skills they need to provide support to new teachers. Meetings happen after hours or during the school day when possible. Also provided are four district professional development opportunities for our beginning teachers that are held after school, twice a semester.

Instructional Coaching & Coordination Model: Humble ISD has instructional coaches assigned to each campus. The coaches are assigned and aligned into clusters that work with the elementary and secondary schools within respective feeder patterns. This has allowed coordinators to interface with mentor teachers on campus level, while ensuring that professional practices are being supported, professional partnerships are forged for reflection, and training opportunities are communicated to new inductees.

New 2013 Leadership Academy Implemented as a Support: Humble ISD is addressing the need for building leaders in our organization through our Leadership Academy. Many people are effective on their campuses, but it is hard to know how effective someone would be on another campus if we have not seen them in a variety of situations and settings. This Academy gives one the opportunity to build their network and learn collaboratively. This assists with the systematic culture of collaboration. Participation in this local development opportunity allows upper level management to see teacher leaders' talent at work. It allows for greater relationship building and mentorship opportunities.

NECESSARY ENHANCEMENTS TO OUR CURRENT SYSTEM FOR EEIP: Our plan is to implement a multi-year intensive instructional, and student-learning focused system of teacher induction based upon the principles, practices, and protocols of the New Teacher Center. The EEIP funds are proposed to help Humble ISD systematically develop the knowledge, skills, and abilities of a cadre of carefully selected, veteran teacher mentors to provide instructional mentoring and induction support to a cohort of new teachers. Our Humble ISD EEIP plan is to utilize the New Teacher Centers Mentor Academy Series to create a foundation for a successful new teacher induction program. At the core of this enhancement is the Teacher Mentor Coordinator who will also serve as the project coordinator. Based on the NTC Formative Assessment and Support System, the curriculum supports the development of comprehensive mentoring, knowledge, and skill. Each 3 day academy provides just-in-time support, and promotes the collection and analysis of field-based data. Year 1 Mentor Academy Series includes: Instructional Mentoring and Formative Assessment; Mentoring for Effective Instruction; Inquiry into Practice; and Assessing Growth and Deepening Practice. Year 2 of the Mentor Academy Series includes: Conditions for Equity; Mentoring for Language Development; Reaching all Students; and Leading for Tomorrow. Other program components and supports for mentors include:

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Program Components	Mentoring Support
<ul style="list-style-type: none"> District-wide Mentor Coordinator 	<ul style="list-style-type: none"> Content or grade level mentor assignments
<ul style="list-style-type: none"> Campus or Cluster Mentor Program Advisor 1 to 1 Mentor-Mentee relationship 	<ul style="list-style-type: none"> Information shared regarding campus/district procedures
<ul style="list-style-type: none"> District welcome and program orientation Professional growth resources/texts 	<ul style="list-style-type: none"> Assistance with resource acquisition
<ul style="list-style-type: none"> Release time for collaboration New teacher networking opportunities /observation 	<ul style="list-style-type: none"> Strategies provided for classroom management and organization
<ul style="list-style-type: none"> Needs assessments and program evaluations District-level workshops and conferences 	<ul style="list-style-type: none"> Guidance and ideas for effective student/parent communication
<ul style="list-style-type: none"> Mutual support and professional growth of mentor and mentee 	<ul style="list-style-type: none"> Best practices shared for lesson planning, instruction and assessment
<ul style="list-style-type: none"> Mid-year and year-end appreciation events 	<ul style="list-style-type: none"> Collaboration and peer networking
<ul style="list-style-type: none"> Mentor Academy Series 	<ul style="list-style-type: none"> Tips for navigating "campus hidden rules" Social/Emotional support

Mentor Selection will be based on the following criteria:

- Compatible with the beginning teacher both in personality and teaching ideology
- having at least three complete years of teaching experience;
- obtaining scores of proficient or better on all domains of Professional Development Assessment System (PDAS) for the most recent 3 years;
- demonstrating the use of best practices in instructional practices and management to achieve improvement in student performance;
- being certified in area of the beginning teacher; and
- expressing a willingness to accept role of mentor coach in working with an adult learner

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-913

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Humble ISD follows state guidelines for PDAS and uses the research-based content from TxBESS (Region XIII Educational Service Center) but has developed our own appraisal system; Teacher Objective Proficiency Review. The state requires 8 specific domains, 5 of which are observed during the formal observation and four evaluating criteria; exceeds expectations, proficient, below expectations and unsatisfactory. We have a scoring criteria guide rubric for administrators to determine the level of success for each indicator. Domain 8 addresses student growth. All 0-3 year experienced teachers receive a formal observation with 15 indicators, with a minimum of 2 informal classroom visits.

All teachers are required to complete a professional development plan (teacher's self-assessment) which is reviewed at the summative conference along with part 2 summary report which includes domains 6-8- indicators 16-29.

Goals of the Pre-conferencing include but are not limited to:

Clarify the learning goals for teacher and student
Collaboratively plan tasks or work the student s will complete to achieve the intended outcomes
Determine evident of proficient student achievement
Identify student or teacher behaviors coach should observe
Agree on the roles the teacher and the mentor will perform during the lesson

Goals for the Post-observation meeting include but are not limited to:

Discussion on degree to which students have mastered the learning outcomes
Instructional adjustments the teacher made during the lesson
Reflect on what worked well and what they would do differently next time to improve instruction

Instructional coaches (four core content areas and special education) on campuses have been trained on the coaching model through Jim Knight and Steve Barkley for pre and post observations for all teachers. They meet with teachers to discuss strategies and methods for best teaching practices.

PROPOSED HUMBLE ISD EEIP ENHANCEMENTS:

- Humble ISD proposes to implement the NTC comprehensive, Formative Assessment and Support system (FAS), researched-based tools and protocols (aligned with state professional standards and district goals) that guide the work of instructional mentoring and provide the foundation for accelerating the development of the new teacher practice. FAS is a series of high-impact, collaborative processes consistently focused on advancing teaching practice and student learning. Mentors work with individual new teachers to collect and analyze a variety of data to inform and assess classroom practice. Strategic tools support mentor-beginning teacher interactions in alignment with professional standards. The purpose, process, and pacing of each FAS process and tool is determined collaboratively, and driven by the needs of the beginning teacher.
- We would also like to build capacity through the use of formative supervision practices, research-based tools and protocols (aligned to adopted professional teaching standards), and the provision of evidence-based feedback that supports teacher growth. By building the capacity of principals in participating schools to support participating teacher growth, development, and effective instructional practice we thereby systematically support new teachers by providing them with what takes to move the needle on student achievement.
- Strengthening the capacity of Humble ISD leadership, will help to implement a high-quality induction and mentoring program that includes customization and contextualization of the NTC model to ensure alignment with district priorities, program sustainability and facilitation of mentor professional development.
 - During consultation, pre-assessment data will be used along with collective knowledge and experience with the district to ensure that the program we offer is appropriate and responsive to the needs of Humble ISD's participating teachers. NTC Consultation includes time from a combination of NTC induction experts and will

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focus on the following:

- Program design and implementation
 - Mentor recruitment and selection
 - Communication and engagement with principals and other stakeholders
 - Alignment with teacher and mentor assessment/evaluation system and procedures
 - Participating teacher professional development
 - Principal professional development
 - Mentor professional development
 - Documentation of impact on student learning, teacher acceleration, teacher retention
 - Program standards
 - Formative assessment of on-going program development along NTC program continuum
 - On-going data collection to support program evaluation.
- Developing an impact plan that includes the administration of the NTC Online Induction Survey, formative and summative evaluation tools, and the collection of data of program implementation and impact on measures of teacher effectiveness and student learning.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Humble ISD follows state guidelines for PDAS but has developed our own appraisal system; **Teacher Objective Proficiency Review**. Only campus administrators conduct observations for teachers. Both formal and informal. The state requires 8 specific domains, 5 of which are observed during the formal observation and four evaluating criteria; exceeds expectations, proficient, below expectations and unsatisfactory. We have a scoring criteria guide rubric for administrators to determine the level of success for each indicator. Domain 8 addresses student growth. All 0-3 year experienced teachers receive a formal observation with 15 indicators, with a minimum of 2 informal classroom visits. All teachers are required to complete a professional development plan (teacher's self assessment) which is reviewed at the summative conference along with a two-part summary report which includes domains 6-8- indicators 16-29.

HUMBLE INDEPENDENT SCHOOL DISTRICT Teacher Objectives and Proficiency Review (TOPR)**Domain I: Active, Successful Student Participation in the Learning Process**

1. Students are actively engaged in the learning process and are successful in learning.
2. Evidence is present that students are challenged through instruction at a high cognitive level and through connections to life applications.

Domain II: Learner-Centered Instruction

3. The instructional content is based on appropriate goals and objectives.
4. The instructional content includes basic knowledge and skills, as well as central themes and concepts.
5. The instructional strategies are aligned with learning objectives and activities, student needs, and life applications.
6. The instructional strategies promote application of learning through critical thinking and problem solving.
7. The teacher uses appropriate motivational and instructional strategies, which successfully and actively engage students in the learning process.
8. The teacher makes effective use of available technology.
9. The Teacher uses instructional materials which are equitable and acknowledge the varied characteristics of all students.

Domain III: Assessment and Feedback on Student Progress

10. The teacher uses a variety of assessment/feedback and aligns these strategies to monitor and assess academic progress.
11. The teacher provides positive reinforcement for student learning and provides opportunities for relearning when necessary.

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

12. The teacher interacts with students using techniques of discipline-management that establish a positive classroom environment and promote self-discipline.
13. The teacher effectively and efficiently manages time, materials, and instructional strategies.

Domain V: Classroom Communication

14. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.
15. The teacher's interactions are supportive, courteous, respectful, and encouraging to all students in a way that reinforces student learning.

Domain VI: Professional Development

16. Successfully seeks out and engages in professional development which is reflective of district, campus or PDP goals and is implemented in the classroom.

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17. Collaborates with colleagues and other professionals for continuous growth and development.

Domain VII: Professional Standards

- 18. Complies with district policies, administrative regulations, and campus guidelines.
- 19. Makes every effort to be in attendance at school and is punctual to school, to class, to assigned duties, and to other school activities.
- 20. Completes records, reports, and forms accurately and submits them on time.
- 21. Cooperates with peers, administrators, and communicates in a professional manner with others.
- 22. Contributes to making the whole school safe, orderly, and a stimulating environment.
- 23. Dresses in a professional manner and within district dress code.

Domain VIII: Improvement of Academic Performance

- 24. Works cooperatively with colleagues to analyze performance data, diagnose student needs, and develop strategies to assist students in being successful.
- 25. Works cooperatively with colleagues to determine the appropriate alignment, sequencing, and delivery of instruction for objectives.
- 26. Consistently provides feedback to all students regarding their learning progress.
- 27. Communicates with parents and other professionals regarding student performance.
- 28. Monitors the attendance of all students and intervenes to promote regular attendance when needed.
- 29. Demonstrates and has presented evidence of improvement of academic performance of his/her students

PROPOSED HUMBLE ISD EEIP ENHANCEMENTS:

The Humble ISD EEIP proposes to implement the NTC comprehensive, Formative Assessment and Support system (FAS), researched-based tools and protocols (aligned with state professional standards and district goals) that guide the work of instructional mentoring and provide the foundation for accelerating the development of the new teacher practice. FAS is a series of high-impact, collaborative processes consistently focused on advancing teaching practice and student learning.

- We would also like to build capacity through the use of formative and summative supervision practices, research-based tools and protocols (aligned to adopted professional teaching standards), and the provision of evidence-based feedback that supports teacher growth. By building the capacity of principals in participating schools to support participating teacher growth, development, and effective instructional practice we thereby systematically support new teachers by providing them with what takes to move the needle on student achievement.
- Strengthening the capacity of Humble ISD leadership, will help to implement a high-quality induction and mentoring program that includes customization and contextualization of the NTC model to ensure alignment with district priorities, program sustainability and facilitation of mentor professional development.

During consultation, pre-assessment data will be used along with collective knowledge and experience with the district to ensure that the program we offer is appropriate and responsive to the needs of Humble ISD's participating teachers.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Current Collaboration Opportunities & Practices:

Professional Learning Communities are scheduled once a week in all Humble ISD secondary schools by allowing students early release or late arrival. During PLCs, teachers collaborate regarding curriculum, assessments, instructional strategies, and look at student data to make instructional decisions, etc. All teachers participate, including beginning teachers. This is also a time where a mentor and mentee can meet. Our elementary campuses have early release time once a month and planned grade-level meetings on a weekly basis for professional collaboration as well.

PROPOSED HUMBLE ISD EEIP ENHANCEMENTS:

Humble ISD proposes to provide mentors time to train to and collaborate amongst other mentors, as well as time to mentor new teachers. By providing substitute pay for several mentor professional development sessions within the Mentor Academy, mentors are able to focus on learning, building relationships, and gaining skills to place in their toolbox to assist new inductees. These sessions will be held three times throughout the school year for a full day. Several structural conditions are necessary to build a framework that allows PLCs to operate effectively. These include regular and substantial time to meet and talk, close physical proximity among members, and a regular space to hold group meetings (Louis, Kruse et al. 1995). In addition, PLCs are bolstered by policies that support school-based decision making and self-directed professional development planning.

The Humble ISD EEIP also proposes to provide mentor/mentee time to meet, before school, imbedded in the class day, or immediately following school hours. Research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom. Recent research shows that the kinds of professional development that improve instructional capacity display four critical characteristics (Dufour, 2005):

- ongoing
- embedded within context-specific needs of a particular setting
- aligned with reform initiatives
- grounded in a collaborative, inquiry-based approach to learning

The 17 participating campuses will include effective professional development and support to mentors, mentees (inductees), instructional coaches, and campus administrator to ensure that everyone is on the same page to improve classroom teaching. Concentration on high learning standards and on evidence of students' learning will be a focal point for the kind of teaching and learning expected in classrooms.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

District coordinators, campus administrators, and instructional coaches review student data from state assessments, district benchmarks, and common assessments to make decisions in order to identify professional development needs whereas student performance is concerned. In addition, instructional coaches conduct coaching cycles and non-evaluative walkthroughs to address affective needs and collaborate with classroom teachers to observe culture and climate. During meetings with district coordinators. Instructional coaches share both qualitative and quantitative data sets and work together to plan next steps in regards to district wide teacher learning.

Teachers are then trained through job-embedded professional development during weekly Professional Learning Community time. Depending on the needs, these sessions may be facilitated by any or more than one of the following parties: campus instructional coaches, administrators and/or district support personnel.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-913

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CURRENT PRACTICES:

Currently Humble ISD does not subscribe to a system of differentiated compensation aligned to improving students' performance or teachers' pedagogical growth. The district does provide a stipend to mentor teachers in the amount of \$250 per semester. Based on the number of teachers that leave the district at the close of a given school year, exit surveys have indicated by more than 51% that new teachers leave Humble ISD due to non-support in acclimation to the district culture. Differentiated compensation or merit pay compensation method of pay can improve performance in some cases, but it also leads to problems in others. Before implementing this type of compensation system, Humble ISD polled teachers as well as considered the potential negative effects. Some negative effects found were: questionable results; unnecessary pressure; and evaluation issues.

- **Questionable Results:** Teacher salaries based on student test scores? The idea is that teachers will work harder to make sure that each student understands concepts. However, in reality, it may not have any effect on the student's test scores. According to a study by Vanderbilt University, offering math teachers a \$15,000 bonus did not have any effect on student test scores.
- **Unnecessary Pressure:** Another potential negative of a merit pay system is that it put unnecessary pressure on employees. Employees are only focused on the results and not on the means by which these results are achieved. When employees are worried that they will not get a paycheck or that they may not be able to pay their bills unless performance is up, it can sometimes negatively affect performance. Some employees do not work well under pressure, and this can have a negative effect on the district overall.
- **Evaluation Issues:** Before a merit pay system can work, an objective, fair, evaluation must occur. In the case of educating students, no student is the same when he arrives at school compared to another student in the district. Likewise all students can learn, but they may learn at differing rates. How does an objective evaluation that takes into account all of the individual differences of student growth that may not be quantitative?

James E. Bruno at the University of California conducted a study that was published in the Urban Journal Review, entitled, "Teacher Compensation and Incentive Programs for Large Urban School Districts". **The study examined the effectiveness of types of compensation.** Research indicated alternatives for use of increased funds for incentive to retain teachers is more effective by using funds for strong mentor programs with support for and by teachers.

PROPOSED HUMBLE ISD EEIP ENHANCEMENTS:

To provide meaningful support, mentorship, and professional development to teachers beyond their first three years in the profession.

The EEIP funds are proposed to help Humble ISD systematically develop the knowledge, skills, and abilities of a cadre of carefully selected, veteran teacher mentors to provide instructional mentoring and induction support to a cohort of new teachers. Our Humble ISD EEIP plan is to utilize the New Teacher Centers Mentor Academy Series to create a foundation for a successful new teacher induction program. At the core of this enhancement is the Teacher Mentor Coordinator who will also serve as the project coordinator. Based on the NTC Formative Assessment and Support System, the curriculum supports the development of comprehensive mentoring, knowledge, and skill. Each 3 day academy provides just-in-time support, and promotes the collection and analysis of field-based data. Year 1 Mentor Academy Series includes: Instructional Mentoring and Formative Assessment; Mentoring for Effective Instruction; Inquiry into Practice; and Assessing Growth and Deepening Practice. Year 2 of the Mentor Academy Series includes: Conditions for Equity; Mentoring for Language Development; Reaching all Students; and Leading for Tomorrow.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Early hiring practice used to determine the quality of the applicant:

In order to hire the best quality of teacher Humble ISD is working with Human eX Ventures which is a research based company who has been actively engaged in the applicant screening and personnel selection for more than four decades. It is a tool used to predict the impact of teacher candidates on student achievement. It will assist in retaining our great teachers by providing an online screener and in-depth structured interviews in their application process to identify and select teachers, who are "one more like their best." The HUMANE X Ventures online assessment is called the Teacher Style Profile Builder® while the structured interview is called the HUMANE X Ventures Teacher Interview. Over 400 school districts across the continental United States, the State of Hawaii and the country of Bermuda use the HUMANE X Ventures Teacher Style Profile Builder® and the HUMANE X Ventures Teacher Interview tools.

Exploring out of state candidates to meet high need areas such as math and science:

Based on data from the universities we recruit from each year, Texas schools are not producing enough math and science teachers to fulfill the needs for districts across Texas. Therefore, Humble ISD is exploring recruiting outside of Texas. For example, Michigan is a state where there are few teaching jobs available but a high number of math and science certified candidates wanting and willing to move to Texas.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In Humble ISD teachers have multiple career pathways that provide additional opportunities for advancement through responsibilities such as:

- campus leadership through our Leadership Academy implemented in the Fall of 2013;
- mentorship through the current proposed EEIP, where mentors will go through an extensive Mentor Academy Series;
- or advancing to current instruction coaching positions at the campus and cluster level for an entire feeder pattern.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Not Applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-913

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Humble ISD proposes to provide 17 campuses participating in the EEIP with additional mentors for the annual onslaught of new teachers that are not being provided enough support. Additionally, all 17 campuses selected for inclusion are campuses where historical data indicates a high turn-over rate for teachers or campuses experiencing high growth requiring additional teacher staffing. Currently, all high turn-over campuses are also Title I campuses, with the exception of the high schools. These 17 campuses represent a student body with a mobility rate of over 17%; 52% economically disadvantaged; 14% LEP; and 1.5% disciplinary placement. With 17,625 students represented in these 17 participating campuses, time is of the essence. These campuses have a 40% retention rate for new teachers. The current induction system at Humble ISD is not providing the supports new teachers need to be successful and they have indicated this on exit surveys the candidly provide to the district upon their resignation.

	Elementary Schools	Middle Schools	High Schools
High Growth Campuses	<ul style="list-style-type: none"> Atascocita Springs 	<ul style="list-style-type: none"> Timbers Wood Creek 	<ul style="list-style-type: none"> Atascocita* Summer Creek*
High Turn-Over Campuses	<ul style="list-style-type: none"> Humble ES Jack Fields Lakeiland North Belt Oaks Park Lakes Ridge Creek River Pines Whispering Pines 	<ul style="list-style-type: none"> Humble MS Sterling 	<ul style="list-style-type: none"> Atascocita* Summer Creek* Humble HS

But for the current EEIP funding, Humble ISD would not be able to partner with a partner such as the New Teacher Center to enhance our current induction and mentoring program. Additionally, there would be no funding for substitutes to allow release time to provide teachers with professional development that inspires collegial discourse regarding teaching strategies. Professional development would have to be provided after hours, thereby requiring teachers to have additional duty on top of trying to acclimate to being a new teacher.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **101-913**

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Insert timeline

Activity Area	Date	Position Responsible
Induction & Mentoring	April - Aug 2014	Director of HR
<ul style="list-style-type: none"> Hiring new Teacher Mentor Coordinator who will serve as the project coordinator for the grant. Pulling together the contract with New Teacher Center (NTC) 		
Evaluation		Director of HR
<ul style="list-style-type: none"> Introducing school administration to the Formative Assessment Support System by NTC 		
Professional Development & Collaboration		Dir of Professional Development (PD)
<ul style="list-style-type: none"> Calendaring potential dates for induction professional development and mentor training 		
Strategic Compensation & Teacher Retention		Dir of HR & Dir of PD
<ul style="list-style-type: none"> Introducing PLC framework to instructional coaches and campus personnel at participating campuses. Planning 		
Publication of materials for Induction/Mentoring Program	May/June 2014	
Induction & Mentoring – Selection of mentors for 2014-15 cohort of new teachers	June, 2014	Dir of HR & Dir of PD
Implementation of NTC deliverables – Mentor Academy Series	July 2014-June 2015	Teacher Mentor Coordinator
Evaluation of YR1 Practices	May – June, 2015	Teacher Mentor Coordinator; Dir of HR; Dir of PD
Implementation of changes and begin YR2 services	July 2015 – June 2016	Teacher Mentor Coordinator; Dir of HR; Dir of PD

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-913**

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All 17 campuses selected for Inclusion are campuses where historical data indicates a high turn-over rate for teachers or campuses experiencing high growth requiring additional teacher staffing. Currently, all high turn-over campuses are also Title I campuses, with the exception of the high schools.

As a result of positions needed to fill historically at these 17 campuses due to turn-over or high growth, all 17 principals of the participating campuses are willing for their new teachers to participate and have agreed to allow teachers dismissal for professional development. They also welcome empowering a new teacher leader on their campus to be a mentor to inductees.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Humble ISD proposes to enhance our current system by including only select campuses to participate in the EEIP. All 17 campuses selected for inclusion are campuses where historical data indicates a high turn-over rate for teachers or campuses experiencing high growth requiring additional teacher staffing. Currently, all high turn-over campuses are also Title I campuses, with the exception of the high schools. The table below lists the Humble ISD campuses that will participate.

	Elementary Schools	Middle Schools	High Schools
High Growth Campuses	<ul style="list-style-type: none"> Atascocita Springs 	<ul style="list-style-type: none"> Timbers Wood Creek 	<ul style="list-style-type: none"> Atascocita* Summer Creek*
High Turn-Over Campuses	<ul style="list-style-type: none"> Humble ES Jack Fields Lakeland North Belt Oaks Park Lakes Ridge Creek River Pines Whispering Pines 	<ul style="list-style-type: none"> Humble MS Sterling 	<ul style="list-style-type: none"> Atascocita* Summer Creek* Humble HS

Title I campuses are in bold.

* Atascocita and Summer Creek high schools are both high growth and high turn-over campuses.

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